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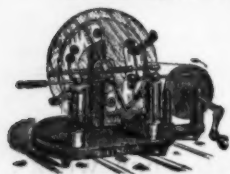
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THIS is the season for summer school associations. These meetings reflect the thought-current in the localities where they are held, and we desire to know what it is. We shall be under obligations if every principal of the summer schools, and every secretary of the associations will send us a report of such meetings. It may not be possible to find space for the full report in THE JOURNAL columns, but we want to know what you are thinking and what you are saying on educational matters while you are together.

THE cordial invitation to commencement festivities that, at this season of the year, fly towards the editor's desk, as doves to their houses, cause regret that, instead of tracing words on innocently clean pages of white paper, they might be sitting on a stage listening to the instructive composition or the enlivening oration. What a waving of fans! What a crowd of admiring friends to greet each youthful aspirant! What

efforts to do well! What abounding sympathy! Though the editors cannot be in these charming gatherings, they know that they mean more than they did ten years ago. Schools do not cram as much as they did once; they never will do it again, to that extent.

Thanks, thanks for the invitations, good friends. In spirit we are among you; we rejoice in all your successes. The teacher when looking at the group of youth that has been under his sway during the past year has a right to feel that he is one of earth's benefactors.

IT will need hard work to reach a gain in actual scholarship from an attendance on summer schools. To go for an improvement in methods and for the tonic of social intercourse is one thing; to go for study in certain branches "to make the next grade is quite another." Such work has been accomplished, but it will need a concentration of thought and tenacity of purpose that will not be easy with mercury in the nineties. Let no teacher make the sacrifice to attend, in the expectation that a term's work of school can be done in three or four weeks. To leave one's surroundings and go to new scenes, meet new people, and learn new phases of educational life is worth all the effort made. But it is best to guard against the disappointment of expecting the lecturing methods usually employed to take the place of individual study with a regular teacher, responsible for the attainments of his class.

To go to summer schools knowing what to expect, and what not, will be pretty certain to insure "a good time;" but to look for immediate benefit in scholarship or social intercourse will be to cultivate a disappointment.

FORMIDABLE spots now appear on the sun. Through the broken surface are hurled clouds of melted metal, and enormous masses are piled miles high. Daily and hourly marvelous changes may take place, and greater outbursts may shatter the brilliant shell of the sun over millions of square miles. Thus saith the man of science.

Is it any wonder that humanity on the earth-star begins the dissolving process weeks earlier than the regulation period for dewiness; that palm leaves and ulsters alternate within a day's cycle? Not only the physical, but the intellectual world must get the reflex influence of the celestial agitation.

The earth's rotation, bringing the disturbed region into different relations with the earth, must bring to each part of this little ball, in turn, all sorts of electrical changes. People of Vesuvian temperaments will suffer most—or their friends will. Business, politics, creeds—all will respond to the magnetic influence. Speculation may be more feverish, politics whirl about and creeds break up, and only the upheavals at the celestial center be responsible.

What a glorious time men of science ought to have during the "spot" season! Sending their families to the "sad sea waves," how they can picnic in the nearest observatory, without dress coats, as they gaze upward!

The educational world will respond. All the summer gatherings for teachers—will they not thrill magnetically as they focus Sol's topsyturvy upheaval? Brilliant corruscations must flare up here and there as they come in range of sunshots, and genius will send off a fusillade of brain-rockets that shall set the world wondering. Almost anything might be advocated under celestial pressure without hearing "inconsistency" in the air. Summer schools will have a revival season as they catch the electrical current. No more dullness in the educational sphere in 1891!

SCHOOL BOARD LEGISLATION.

There are neither rules, axioms, nor precedents by which the action of school boards can be predetermined. An educational signal service would find their only safety in the standing prophecy, "It is the unexpected that will happen." While ordinary observers see in the action of most school boards only a mixture of serio-comic legislation, by men under political manipulation, the victims of such ill-advised action hear the minor strain of misery caused by hasty resolutions and unprincipled decisions. Scarcely a day passes that reports, from press and people, do not repeat over and over again this same story.

The Chicago Tribune is most emphatic in denunciation of the late action of the outgoing school board in that city. With the understanding that the annual election of officers and teachers should not occur till the annual change in the board had taken place, they yet assumed the authority, and completed the spring elections. The instantaneous dismissal by a member of the board of a high school principal for refusing to sign a diploma where the regular course had not been completed, was passed over in silence. The public indignation over the case was ignored and his successor calmly appointed.

It has passed into a proverb that teachers submit to anything; but what about the general public? It looks as if there were a tacit understanding that when a man is elected to the school board as a part of a political "slate" he shall be entirely "let alone" thereafter.

It is proudly declared that "there never was a time when so much was being done for the training of teachers as now." This is true; but what encouragement can be held out for preparation for the work? After time and effort are given, and sacrifices made, to the extent of often leaving normal school in debt, the teacher can be thrown aside in the very hour of success by any member of a school board who has influence or persistency enough to carry his purpose and secure his own personal ends.

BENEFIT OF ORGANIZATION.

Whatever of strength exists in the combination of forces should be utilized to advance educational work. There is an inherent respect in human nature for the courage and convictions that unite together a body of men for mutual protection and advancement. There is less of this sentiment and action among educational people than in any other profession. Whether the accusation be true, that there is less of the fraternal feeling among teachers—that the bond of fellowship is weaker, the facts remain that there exists this great want of organization, and oneness of thought and effort.

Great questions are now before the educational public, involving vital issues. The leaders acknowledge this, and groups here and there are earnestly discussing the best ways and means for their advancement. But the necessity of organization, and working together for gain in strength and power to push forward the work more effectually, is not yet realized. It is so much easier to float with the current on the sea of complacency in our own little boat and enjoy the reflection of our own image! The principal or superintendent who has been re-elected with a comfortable little increase of salary feels personally too comfortable to see why he should sacrifice time, effort, and money to go to state or national association. "I am only one; I shall not count for much" is the plea year after year. It is the thousand workers with the thousand spades that dig their way through obstacles. If the thousand are at home, no combination is possible.

WHAT TEACHERS SAY.

A lady teacher, not wanting in enthusiasm for her profession, was asked if she was going to the state association. She replied, "No, I went once." This reply has given us a world of trouble; it is like those conundrums whose answer has to be told to one,—"has been;" "not going again;" "only been once;" "that will answer for the rest of my natural life." Another (and this was a lady, too) to the same question replied, "Why should I?" In order to forestall any deep seated complaint that might be rankling and require volumes of words, we simply replied, "Of course." We were both in the dark; but an escape had been made. Yet this reply set us thinking again. Has the state association no reverential hold on the teacher? Is it not a Mecca to which all true believers should tend during the dog days without complaint?

Another to whom the question was put replied, "There is nothing in it for me." This man was a teacher of a large private school. It was concluded that his somewhat mystical reply meant that no help, in the way of securing pupils for his school, could be obtained by partaking of the limited viands so often served out to the poor teacher who attends a state association, and mingling with a crowd most of whom are strangers.

Another, replied, "I am tired of everything that relates to school; if it was in September or October I would like to go." There is a suggestion in this. Are not most of those who meet utterly fagged out and craving for rest? Is it really a good plan to have the meeting in the heat of summer? It is an old question; after long deliberation it is believed to be the best season, despite the heat.

Speaking of attending the association, we are reminded of two St. Paul teachers who imparted the cheerful intelligence that they did not attend the National Association that was held in their city last summer! It is possible there were others! Perhaps these might reply, if asked, for a reason for their non-attendance, "Why should I?" Hence let us not question them.

This is a subject that will not bear probing too deep. Let us not condemn those who find no pleasure in attending a teachers' association. It is not positively wicked to stay away; it is not the highest virtue to go. There will be a great many occupying the front seats in heaven who have not attended a teachers' association. (This is a year when heresy is allowed to be uttered, otherwise this sentence might not have been written.)

But there are returns to those who annually gather at this association. There is the hearty hand-grasp of old and tried friends, and this, as it comes first, must be put first. How cordially we return the pressure of the hand we receive as we emerge from the car or climb the hotel steps! These friendships are what makes life worth living. Even teachers are susceptible of them.

Then there is such a thing as a growth of educational thought in a state. How shall that be got at? This is an important question. It is by no means certain that this growth is exhibited at the ordinary association. Lectures and addresses from outsiders may instruct, but discussions, the expression of opinion from those who represent the living, moving rank and file, mark, not the inert, the changeless, the dead, rank and file. During the year, out of 5,000 teachers, there ought to be 100 who have been thinking to some purpose; these should be heard from. The great object of an association is lost if these men and women are not given an opportunity to speak.

During the year some one has made a discovery; he should be encouraged to unfold it. He says: "I have been on an eminence, I see ahead; follow me." They swerve off for a time in the new track. Then another cries out: "Come this way; here is a good path." They swerve to the left in the new track. And so the movement is carried on, sometimes to the left, sometimes to the right, but always advancing.

The great problem in state and national associations is to recognize and to employ leadership.

THE free education bill, lately introduced in the English house of commons, contains the proposal to give a grant of 10s. per head to each scholar in average attendance between five and fourteen years of age, and to these children school would either become wholly free, or would continue to charge a fee reduced by the amount of the grant, according as the fee at present charge does or does not exceed 10s. When a school had become free it would remain free or when a fee was charged the fee would remain unaltered unless a charge was required for the educational benefit of the locality. It is argued that under this arrangement two thirds of the elementary schools in England and Wales would become free. There would be no standard limitations, but the grant would be restricted to schools where the compulsory power comes in, and as to the younger children, in no case shall the fee charged exceed 2d. It is claimed for the scheme that it would result in all classes of schools being retained in the same position in which they now are, while the expenditure would be rather under than over the sum estimated.

THE measurable products of school work may be tested by examinations and entered in grade books, but the highest results of the teacher's labors cannot be so estimated. True, we may see that one child has made remarkable progress in language, another in skill of hand, others in habits of truthfulness, neatness, order, and punctuality, and make these results needful for promotion. The highest success, the developed power, the fixed habit, that is of positive value to the child, is and must remain a partially unknown quantity. And yet knowledge is indispensable. It is what the developed power is to work upon. But this is not all; besides power and knowledge there must be aspiration. To measure human beings we need several measuring rods.

ONE of the evil results of mixing politics and schools is shown in the existing condition of the state superintendency in Pennsylvania. Before retiring from office, Governor Beaver (Republican) appointed Dr. D. J. Waller state superintendent. The senate, also Republican, confirmed the appointment, but the incoming Governor Pattison (Democrat) refused to commission Dr. Waller, though it is contended that the friends of Governor Pattison had promised that this should be done. He has now appointed Dr. Z. X. Snyder to the office, but the senate refused to confirm the appointment. Dr. Snyder has the governor's commission, but lacks the confirmation of the senate. Dr. Waller "holds the fort," that is, he and his deputies continue in the office, but without commission. The case has been appealed to the courts, and it may take a long time till a final decision is reached. Meanwhile the cause is suffering. The school districts are entitled to their warrants for the state appropriation, but no one has authority to sign them.

WHAT do they say of the teacher. Over the grave of a successful teacher, this epitaph may be read, "He loved little children." A poor woman said of the teachers of a free kindergarten: "The young ladies are not like teachers; they are like mothers." Her idea of a teacher was evidently that of a severe and formal person. A gentleman traveling saw in a village a concourse of people following a hearse, and on inquiring was told, "It is the funeral of the principal; he was a good man; all loved him; every dog in the town liked him." A teacher left a town in Pennsylvania and went west, crowded out "by politics." In a few years there was a change, and a unanimous demand arose that the old teacher be sent for. He declined the position, doing better pecuniarily. Then it was determined he should have a reception and the occasion was a notable one. What a community think of their teacher measures the community and the teacher.

THE Swedish schools are celebrated for their calisthenics. It is proposed to add to their curriculum the study of the effects of alcohol upon physical organs. They have good bodies there to begin with and perhaps will be more successful in their teachings concerning alcohol than the American teachers, because the pupils may desire those sound bodies of theirs should not be invaded by the evil effects of drugs, narcotics, and alcohol. By and by it will be well that there be a consensus of opinions on this matter. It is by no means certain that we are reaching the end we are after.

THE Kenwood Physical Observatory, a new astronomical station in Chicago, has been recently dedicated. This observatory is a private investment, the gift of W. E. Hale to his son, and represents an outlay of \$20,000.

MUSIC AS AN AID TO DISCIPLINE.

By E. D. K.

Medical authorities give facts concerning the power of music as a therapeutic agent that teachers would find of interest and benefit to themselves, if they once saw its application to their own work. Music is declared by nerve specialists in medicine to be one of the effective aids in curing diseased nerves. By means of pleasing melody the whole nerve system is invigorated. Insane people are influenced by music to such a degree that the most dangerous are quiet in church service.

Who has more to do with tired nerves than the teacher—not only with her own overstrained nerves, but with the nerves of the children who are restless, inattentive, and "out of sorts"? Half a hundred are shut up in one room, with irritated nerves, starved of fresh air and oxygen, and it is a wonder that more disorder, instead of less, is not the result. If but three or four words were allowed to be prescribed for the undisciplined schools where everything is "on edge," these would be among the best—*fresh air, exercise, music*. The first is one of the most unobtainable luxuries in the United States as school buildings are constructed. The second, unless conducted on principles and *sense*, only increases the nerve tension in straining after "show" effects. The third is usually considered merely ornamental, and is found only where public sentiment has reached a certain point. If teachers knew the power of music as a method of discipline, it would be considered a necessity to hire an instrument, if one is not furnished, and find some means to learn to play, if only a few familiar airs. This is not yet been dignified into a "per cent." requirement of teachers, but it is to be hoped that some day it will rank where it belongs in a teacher's outfit. The kindergartners make it a requirement in their training of pupils and it means more than the words say when they exact it; for nerves, spirits, ambitions, hearts, and morals can be wonderfully influenced by the power of music in the school room when happily managed.

At a recent commencement exercise in a crowded opera house in a large city, the audience sat listless and breathless. The night was one of intense heat and thousands of people who had listened to the first orations with deep interest had drooped as perceptibly as the flowers they wore. Eloquence fell powerless, and every breath was an effort. The faint applause of the last speaker had scarcely died away, when the fine orchestra woke the audience with an outburst of "Dixie." The magical effect can only be imagined. Fans fluttered, smiles beamed, feet tapped the time unconsciously, and even the piled up flower baskets looked fresher. The whole aspect of the house had changed, still nothing had changed but spirits—nerves: yet the next graduate received a tribute of interest and applause not due for superiority. There is never a school-room of children that can not be "made over" when interest droops by the skilful introduction of music.

NORMAL SCHOOLS.

By DR. J. W. DICKINSON, Sec. State Board of Education, Boston, Mass.

(CONCLUDED FROM LAST WEEK.)

A knowledge relating to individual things is the condition of knowledge of general truth relating to classes.

The activity and development of the observing powers, are the conditions for activity and development of the powers which generalize and reason. Elementary instruction, then, should be given with reference to the scientific that is conditioned upon it, and the powers of observation should be cultivated so as to furnish occasions for the exercise of the reason. From this it appears that the elementary teacher cannot become master of elementary knowledge unless he knows its relation to the sciences, nor can he direct intelligently the development of the observing powers unless he knows what sort of activity will establish the right conditions for the activity of the reflective faculties.

A fundamental principle in the science of teaching is found, therefore, in the laws of the mind which have established the relation that different grades of knowledge, of mental activity, and of mental growth bear to one another. This relation requires the teacher of any one grade in our system of public schools to make himself skilful in teaching in any other grade, whether it may be above or below his own.

As the philosophy and method of teaching are the same for all grades of school exercises, and as the different grades are so related to one another, that the teacher

of one grade must teach with some reference to all others, every professional school for the training of teachers to teach in a complete system of schools should be complete in itself. If our normal schools should provide this complete training for all teachers who enter the normal classes, there would be established in our systems of public instruction that unity in school work which has never yet been known in this country.

Our primary and secondary teachers would then entertain a mutual respect and sympathy for each other, and their pupils would pass from the lower to the higher grades of instruction without experiencing the waste which is always produced by a defective preparation for advanced study, or by being compelled to do over again what has been well done before.

The last topic of study, in what may be called the professional course in the normal school, is the history of education. I should arrange this topic last in order, because the pupil teacher is not prepared to comprehend in a practical way, either the nature or the value of the different educational systems of the past, until he has become familiar with the abstract principles from which a true system may be derived, and also with the ends which our modern public schools should be adapted to secure. Not until these subjects of professional instruction have been successfully studied, can the significance of the different methods of training invented by educational reformers be appreciated. The modern student of pedagogical science must have a standard by which he can measure the nature and value of institutions of education before he is prepared to make an intelligent study of their history. The standard must be found in a knowledge of man, and of the conditions necessary to a good private and social life.

The teaching conducted in a normal school should consist in directing the learner in his study and practice, rather than in attempting to pour into his mind information and skill through a verbal communication.

The method of teaching by lectures may cultivate the the passive powers, and finally lead to imitation, but it will generally fail of creating the ability to think independently, or to act from original suggestion. It is of little consequence that the normal scholar turns his attention to the history of ancient or modern institutions and systems of education, or to the lives of educational reformers, unless he had established in his own mind some means of measuring true value of ancient and modern methods. I have known teachers, trained by the absorbing process, to violate unconsciously every principle of good teaching when they came before their classes, and finally, growing skeptical, to deny the existence of any fixed principles by which the teacher should invariably be governed.

There is no kind of knowledge that seems to enter the mind with greater reluctance than the knowledge of those mental laws which control the mind in learning, nor is there any skill that requires a more persistent exercise of active power for its acquisition, than that which good teaching implies.

As the public school is a state institution, the public statutes that control its administration must be known that they may be obeyed. Topics on the school laws of the state may follow those, that they may be called the professional course of normal instruction.

Influenced by these ideas concerning the organization and administration of our normal schools we shall introduce into them in the future more than it has been possible in the past, thorough courses of study for professional knowledge and of practice for professional skill.

READING IN PUBLIC SCHOOLS.

By HELEN K. YERKES, Philadelphia.

Reading and elocution, though often confused as synonymous terms, are in reality distinct arts. The latter, though a complete science, is less important than the art of reading, which is instrumental in its character. The former is, in fact, positively necessary to any pupil, whichever line of life he may choose after leaving school.

As teachers, we have nothing to do with the oratorical display of the elocutionist; but it is our duty to make of our pupils, good, sensible, plain readers.

First, we must remember that it is our work to kindle a love of silent, as well as oral, reading. The busy workman of to-day must be a broad minded, intelligent man, in order to compete successfully with his fellow worker. He can obtain his knowledge principally through the quiet perusal of the daily press after the hard day's work

is done. This exercise opens to his view new worlds of science and literature and enables our worker to think upon any question presented for his consideration. To accomplish this end let us encourage the children to bring to the class any bits of information gleaned outside of the school-room through the medium of the numerous periodicals. They quickly learn that the most prosaic recitation may be enlivened by a pupil's rising and saying, "Miss Jones, I read last week in the *Youth's Companion*," and stating some appropriate fact. Here, then, is the incentive for quiet reading; if the habit of looking for such information is acquired we have a good foundation upon which a superstructure of good oral reading may be rapidly built.

In order to conduct an oral lesson in the school-room, we should give the pupils sufficient time to read the entire selection. Their interest aroused, they strive to get a thorough understanding of the selection. All the class have found difficulties which they bring to the class to be answered by the other pupils in their "talk" upon the lesson. This is carried on, under the supervision of the teacher, and its success or failure depends entirely upon her. Draw on the children's imagination and actual experience, if they have been brought in contact with the subject under discussion. Ascertain their views from different standpoints. If possible have them paint, in harmonized colors, a word picture that all in the room may see and admire. Now let them turn to the words of the author in order to get his thoughts upon the same subject.

Just here a difficulty may appear and tower up into formidable proportions before an inexperienced teacher. Most children have, from the age of ten to sixteen, a very limited vocabulary, and many of the author's words are therefore practically new. This trouble need not appear, however, if the teacher will, at some time previous to the assigning of the lesson, select such words and allow the class to use them in a language lesson, or pronouncing bee or some similar exercise. If the pupils are old enough, it is well to call their attention to the origin of many words, that they may learn to recognize others from the same root.

All these preliminaries having been dispensed with, it is well to call upon some naturally poor reader to give the author's words to a specified point, or upon a portion of the subject under discussion. If the reading prove unsuccessful, call quickly upon one or two good readers to give the same thoughts; thus the interest of the class is not allowed to flag.

Occasionally ask the class to state which was the best reading, or which sounded most nearly as though the boy were talking.

Scholars learn rapidly to criticize in this way with discretion, stating clearly just which sentence was unmeaning because badly read. Much more good is done by one such criticism, than by many quibbling fault-finders, such as, "John held his 'voice up on broke.' He said 'knoo' for 'knew.'" This engenders a love of carping over details, and the main point is lost. Do all that you can to make the children understand that they are simply "telling" what the author has said. Let this be the aim and end of all class criticism.

One short poem, so treated, will furnish material for several lessons. But, lest some teacher be discouraged, let me add that classes which at first can study only two or three stanzas, before the end of a year, will be able to understandingly read ten and twelve stanzas of our ordinary poems.

This does not presume to be an exhaustive account of all the work to be done in this line. Having once instilled these elementary ideas, all depends upon practice. Vary the exercises as much as possible, but have the class read, constantly. The subjects read may range from a spirited newspaper discussion of the Italian question, to a prosaic dictionary definition of a technical term, but insist that each shall be well read.

In summing up, I would say there are four steps essential to the achievement of our purpose; the desire to read well, an ability to recognize words at sight, a thorough understanding of the author's meaning, and the ability to give that meaning to the listeners.

BASEDOW AGAIN.

By L. R. KLEMM, Ph.D., Bureau of Education, Washington, D. C.

Acknowledging the receipt of a marked copy of THE SCHOOL JOURNAL of May 16, '91, I desire to reply briefly to the question at issue, namely, the priority of Basedow and Rousseau. It would seem as though Mr. Ossian H. Lang maintained the idea that a man advanced in years

cannot learn from a younger one. I find a number of authorities (and I think authorities alone can decide in this case) who all claim that Basedow derived his inspiration from Rousseau. Aside from Karl Schmidt, whom Mr. Lang himself quotes, I have more than half a dozen of other histories of education at my disposal, all of which express the opinion that Rousseau is the originator, Basedow the imitator. While some of these historians may have been influenced by Dr. Karl Schmidt, it cannot be said of others, such as Dr. Dittes, who writes: "The pedagogical ideas of Bacon, Comenius, Locke, and especially Rousseau, were seized upon with particular zeal by the Philanthropists during the last third of the Eighteenth century." * * * The Philanthropists confessed the natural religion of Rousseau," etc., etc., and in the next paragraph Dittes mentions the three most influential Philanthropists,—Basedow, Salzmann, and Campe.

Ferdinand Leutz, whose new work on education is highly spoken of, says: "The appearance of 'Emile' inspired Basedow to the idea to become the reformer of education in Germany, and indeed of entire Europe. The Danish minister Bernstorff supported him, released him of his official duties, and Basedow then published in 1768 (mark! six years after the appearance of 'Emile') his appeal to friends of humanity," etc. (See p. 153, vol. 1., "Leutz's Lehrbuch.") Dr. Volkmar, another recent writer, says under the heading "Philanthropists," as follows: "Rousseau's pedagogical principles were spread in Germany by Basedow and his pupils, and were by them independently worked out."

The fact that everywhere in the history of education the great revolutionary movement in favor of naturalism, i. e., Rousseauism, is treated previous to the efforts of the Philanthropists, would seem to me direct evidence that Rousseau's ideas were the original, at any rate the more powerful, because universal.

ROB'S NEW START.

Miss Maria Graves kept the village school and Robert Mitchell was one of her pupils. Mr. Boyd, the school superintendent, always gave each year a "festival" to such of the pupils as had no bad marks standing against them. This was always held in June, and his garden and lawn presented a pleasing scene on this occasion. He was a great lover of roses and his garden was known as "the rose garden" for miles around. Every boy and girl tried to earn a ticket to this festival, for there was lots of fun, and ice cream and cake abounded.

Rob was a troublesome boy; he was careless and impatient. Now he would get a whole week with no bad marks; then he would get "bad marks" every day. It required a great deal of adding and subtracting to keep account of Rob's conduct. His good marks would at times accumulate and his teacher would be enthusiastic; then these would all be swept away as the other side of Rob's character would appear. Thus the battle between the evil powers in his make-up had gone on during the year.

The first week in June Miss Graves said: "Now scholars, all who don't have more than ten bad marks during these four weeks will get a ticket to Mr. Boyd's festival. I saw him this morning and he said he hoped all of the school would be there, as he intended to have it very nice this year. He has invited the scholars of the Townsend school. They will have blue badges and I will give all of this school pink ones."

Every scholar was determined to be there, and the work of the day began in good style. Rob was the only one Miss Graves felt anxious about. She knew he had "nervous times," and then he was reckless. As the school rose for recess when the bell was struck, Rob, was not quite as quick as Henry Phelps, who was across the aisle, and so he was obliged to stand behind him; to revenge himself for this he trod on Henry's heels.

"Robert Mitchell may take his seat," was the teacher's command, and Rob sullenly obeyed.

This was the beginning of a downhill career for Rob. As every black mark was announced he would mutter, "I don't care," and settle himself an inch lower down in his seat. As Miss Graves' talks seemed to do no good, she at last said no more.

The Monday morning of the last week arrived. It was the teacher's custom to read an interesting anecdote that had some useful lesson in it. This morning she read about Henry Clay and how he said when he failed to be elected, "I had rather be right than president." As she glanced around she thought there was a new light in Rob's eyes.

Then she referred to the closing of the school, how op

portunity for improving in lessons would be gone. Then she spoke of the festival. This was not pleasant for Rob, had eleven bad marks against him. Troublesome as he was his teacher's heart yearned over him—he was the one sheep astray.

The school work began and Rob seemed determined to make a grand spurt. No one was so good as he; lessons were perfect; he did not mind if Henry Graves did go out ahead of him; his whispering habit had disappeared; he seemed a different boy. At the close of the school that day, the teacher announced the names of all who had won a good mark and Rob was one of these.

The festival was to be on Saturday; the knowledge of this seemed to pervade the whole school. Even the old man who swept the room seemed to do his duty better; the dust on the desks about which Miss Graves had so often complained was now not so apparent.

On Friday afternoon the account of each pupil was read out—so many bad marks, so many good marks. Rob had against eleven bad marks, ten good ones! The pupils looked inquiringly at the teacher; tears started in the eyes of some of the girls—Rob had been so good all the week.

As for Rob, he tried to look indifferent, but he could not do it. He put his head down on his hands and it was plain he was crying. All the rest received tickets to the festival and were dismissed.

When alone with Rob, Miss Graves told him she was sorry he would not go to the festival, but to her surprise she found a new spirit seemed to be in the boy.

"I'm going to be better. I'm coming regular to school next fall, and have no fuss with Henry Phelps, nor anybody else. My mother says I ought to behave myself, if I don't go to the festival."

No shall say that the story of Henry Clay did not have an effect on Rob. Anyway Miss Graves always thought so.

THE editors of THE JOURNAL ask its readers to consider whether they can spend \$2.50 for a better purpose than for being put in weekly connection with the best educational thought. There are teachers who hear lessons, return to their homes, issue forth the next morning to hear more lessons, and thus pass away their lives. These men shall not be denounced; they are useful. We hold that if THE JOURNAL was in their hands, they would be more successful, even in the lesson hearing; their pupils would be happier in the lesson reciting. The business of teaching has an injurious influence on the mental constitution. To tell a pupil five hundred times a day that "three fours are twelve and not fifteen," instead of elevating, rather depresses the mind. A spirited horse if put into a treadmill finally jogs lazily round his course. What will save the teacher from his down-hill tendency? THE JOURNAL has contended that his work must be done from the standpoint of a profession, that he must understand the underlying principles; it has aimed to cause the teacher to take an elevated view of school-room work. It has made unabated efforts to get earnest men and women everywhere to join hands in lifting the work and placing it on a professional basis, on this point.

The Union Co. Courier, says: "There is hardly a profession more in need of literature that suggests new thought and helps one in the duties of each day, than the teacher's. The teacher needs to come in contact with the best thinkers on education. But his salary is not usually sufficient to enable him to attend national, state, or even local meetings regularly. There is no cheaper and more convenient means through which to accomplish what must take the place of actual attendance on these meetings than that of reading a good teachers' journal. Of these we believe no one surpasses THE NEW YORK SCHOOL JOURNAL for an all around teachers' periodical. It is the oldest and most popular weekly educational, circulating in every state and most foreign countries. The power of a teacher lies not so much in the amount of his knowledge, as in the ideas relating to his work. THE JOURNAL is filled with ideas that will surely advance the teacher's conception of education. The best brain-work on the grand work of practical teaching is found in it—not theoretical essays, nor pieces scissored out of other journals."

The prominent point to be kept in view in teaching geography is MAN—everything else is subsidiary. The little child begins with itself and thinks, if not says, "What is the relation of this water, or plant, or stone to me. The teacher who cultivates this relation to self in geography teaching does well, but he who does not cultivate this relation fails—always has and always will. This is an important point, that geography teachers should remember.

I HAVE taken THE SCHOOL JOURNAL for eight years and have found it to be an invaluable aid in my work in the school-room.

Ottawa, Ills.,

ANNA M. RENZ.

THE SCHOOL ROOM.

JULY 4.—LANGUAGE AND THINGS.
JULY 11.—EARTH AND NUMBERS.
JULY 18.—SELF AND PEOPLE.
AUG. 8.—DOING AND ETHICS.

LESSONS IN LANGUAGE.

By EVA A. MADDEN, Louisville, Ky.

The article entitled "An Arithmetical House," that appeared in 1889, suggested that exercises may be devised in the direction of language and drawing.

First let each pupil consider himself to be one of a family desirous of building a house. The first thing to be done in house-building, you tell the pupils, is to consult an architect. This introduces a discussion of architects' plans, of famous buildings and their designers.

The pupils then draw plans, either original, or copied from some house which is familiar to them. It requires considerable thought and common sense to decide whether certain arrangements of doors, windows, halls, etc., will be practicable or possible. When the plans have been discussed and corrected they may be drawn on manilla paper.

After this will come a study of the progress of work in house-building. The stone foundation may be drawn on the paper with sentences explaining who does this part of the work, and what implements are used.

Brick-making will furnish the next subject. A brick may be drawn from the object itself. After this will come the other classes of workmen, their special duties, and kinds of tools.

This information may also be put in sentences, and written. Let it be illustrated by drawings of such tools as can be procured and brought to the class room.

When the subject of building has been exhausted, the pupils may cut pictures of houses out of papers or old magazines, and paste them underneath the work; or, better still, if they can, let them draw houses.

Each child will by this time speak of "my" house, will feel a proprietorship in it, and consequently will show a great amount of interest in kalsomining and plastering, in carpeting and papering, a house of his own manufacture.

The work proposed in "An Arithmetical House" can either accompany or follow after this work, which of course will occupy considerable time.

The value of such work will be apparent at once. The fathers of public school pupils, themselves often carpenters and tanners, painters and plumbers, are interested in helping the children.

In addition, it arouses the personal interest of the pupil, enlarges his vocabulary, increases his knowledge of common things, and cultivates his powers of observation and description.

TEACHING READING TO BEGINNERS.

By MRS. S. J. BOYCE, Fishkill, N. Y.

On their first day in school, I call my little pupils to the blackboard. I have an attractive picture before them, and ask them to select some object from it. I write the name on the blackboard. We then have a little conversation about the object, while the children are looking at the picture. I ask each child to tell me a story, or give me a sentence. Of course some of them will be timid or slow, but I always find enough brave and bright ones to lead off.

After all who can, have told their story, I write the word in a number of places on the blackboard, and here and there a letter (for there are sure to be some who know a few of their letters). Each one is then supplied with a piece of crayon, and told to mark over or cross off the word he selected, or anything they know. They are all delighted and ready; and, one after another, step up in turn, as bravely as possible, and forget they are in school. Often the word best known is crossed a number of times. They enjoy this blackboard exercise very much.

After they have taken their seats, I write the word on the board by itself, and ask them to copy it. I name the letters. After they have attempted to copy it, no matter how crude the attempt is I always praise them. I then give each child a little box containing the dissected alphabet (one box which I can buy for ten cents will furnish three or four pupils). I print the selected word, beside the written one on the blackboard, and ask them to pick out the letters for it. Then each little one with my help will stand and spell off the word, as he

has picked it out. By this method the children become familiar with the word in both forms, and in a very short time know their letters; besides enjoying the work. Before many days, I drop the printed form of the word from the blackboard, as they can pick it out quite readily from the script. This exercise will occupy about ten minutes.

Of course in these lessons from the picture, I intersperse name words, with idiomatic models. I give them one new word each day, reviewing, so they only have, at the extent, about six words to copy or pick out at a lesson. Before the term expires, they have quite a vocabulary.

"DON'T TELL!"

By LEO HAEFEL, Midway, Utah.

I.

Do you see the two little girls together? One's name is Annie, she says.

"Now, Susie, don't tell; will you?"

"No, Annie," says Susie, "I won't;" and she gives Annie her hand to assure her.

But Annie, before she goes, says once more to her playmate, "now, Susie, don't tell, don't!"

II.

When Susie had left Annie, and was going home, whom should she meet but Bessie Jones!

"Say, Bessie!" Susie said at once, "did you hear about Annie's surprise party?"

"No, I haven't heard a word of it. When is it to be?" Bessie asked eagerly.

"It's to be on Tuesday evening, at her aunt's; but don't say I told you, will you?"

"Oh, no! I won't."

III.

When Bessie had left Susie, and got around the corner, whom should she meet but Lillie Brown.

"Say, Lillie!" cried Bessie, are you going to Annie's party?"

"I didn't know she was going to have one. I'll come if you tell me when it is going to be?"

"It's to be on Tuesday evening, at her aunt's; but don't tell Annie that I told you, or I'll never—no never!—like you any more," Bessie added very earnestly.

"I'm no tell-tale, Bessie," Lillie said, "don't worry about me."

IV.

On Tuesday evening, Annie's aunt was standing in the doorway, when who should come up the road but Bessie and Lillie. They said, "Good evening, Mrs. Smith!"

"Good evening, girls!" she answered, "What brings you here?"

"Why, said Lillie, "don't you know about the party?"

"What party?" Mrs. Smith asked, as if wondering.

"Annie's surprise party, Bessie told me about it."

"And who told you, Bessie?"

"Susie told me; and she said Annie herself invited her, last Friday after school," was Bessie's answer.

"Yes, said the lady," and she told Susie not to tell anybody; but all you girls have been telling of it. Now, you see, the surprise is that there is to be no party at all."

These parts were successively written on the blackboard without capitals or punctuation marks whatever. The pupils copied them thus, and after a day's study were required to furnish the necessary improvements. These were put in the blackboard copy by the teacher, the children giving the reason for each improvement. One of the class would keep tally of the different "finds," such as: Capitals, periods, commas, etc.

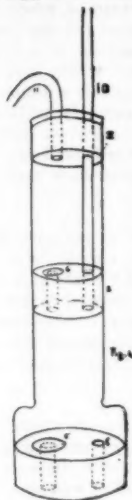
In all these exercises great stress was laid upon the naturalness of the changes in the dialogue and the corresponding punctuation—and the importance of proper and sufficient punctuation (including the paragraphing), in order to secure ease in sight-reading.

SIMPLE EXPERIMENTS WITH AIR.—IV.

By R. H. CORNISH, Montclair, N. J.

Exp. 25.—A lifting pump.—Take an argand lamp chimney and cut off two inches from the upper end. This you can do by taking a file and moistening it and filing a gash in the chimney where you wish to cut it off; then heat a glass or iron rod red hot, and holding it to the gash start a crack in the glass which you can easily lead around the chimney, when the end will drop off. This end should be held on the grindstone, or be filed to smooth it. You will need three rubber stoppers, a glass rod, some glass tubing, 1 foot will do, a rubber tube to fit glass tube and some dentists' rubber, 3 in. sq. In fig.

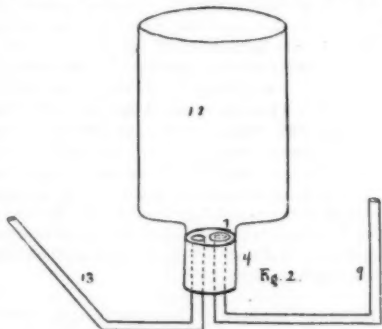
1, you will see the pump complete. 1, 2, and 3, are the stoppers in their places. 2 goes inside the chimney and forms the "plunger" of the pump. 10



is a glass rod which has been heated in the flame and then pressed down on a piece of iron so as to flatten the end. On the upper side of this stopper a waxed cotton thread is tightly tied around the glass rod; this prevents the stopper from slipping. Around this stopper is wound candle wicking to make it as near air-tight as possible. 5 and 6 are the two valves made of the dentists' rubber. A glass tube is put through the hole at 5, and a rubber tube put on it. This goes into a basin of water. 8 is a short glass rod which fills up the hole at 8. 11 is a bent glass delivery tube. To start the pump, the plunger must be soaked, or water must be poured in the top of the chimney. When you have done this, push the rod handle to the bottom, holding the pump with your left hand. As

you draw it up again, you ought to see the water rising through the rubber tube and lifting valve 5. As you go down, this valve closes and the upper one, 6, opens and the air or water rushes through. As you continue this you will see plainly the action of the valves, 5 closing on the down stroke and opening on the up stroke, and 6 opening on the down stroke, and closing on the up stroke. But can you tell why the water flowed up the rubber tube at first. The reason is this: By lifting the piston, you rarify the air below it and the outside air pushes the water up to restore the tension.

Exp. 26. The force pump.—This is made by taking the glass rod 8 from the hole in the lower stopper of the lifting pump and putting it in the hole under valve 6. Then insert tube 9 of fig. 2 in 8 of fig. 1, and the pump is complete. Fig. 2 is a small bottle with rubber stopper

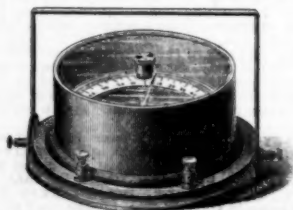


and two tubes, and valve at 7. This represents the air chamber of the force pump. When the solid piston is lifted water flows in as before. When the piston goes down the water is driven into the air chamber. The valve at 7 prevents the air from rushing in when the piston goes up. By taking a short and rapid strokes, a steady stream can be thrown a number of feet. The end of tube 13 should be held in the flame and partially closed. These two are models of the most important pumps used and if carefully made show perfectly the working of the parts.

ELECTRICAL MEASURING APPARATUS.

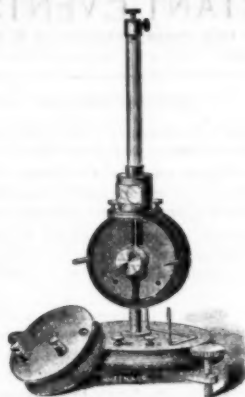
(The apparatus described below is designed for the use of students. The cuts are from Jas. W. Queen & Co., of Philadelphia noted manufacturers of all kinds of philosophical apparatus. They will send a catalogue to those applying.)

Among the first pieces of apparatus the student will want when he sets out to measure currents of electricity will be some simple form of galvanometer. The dial in

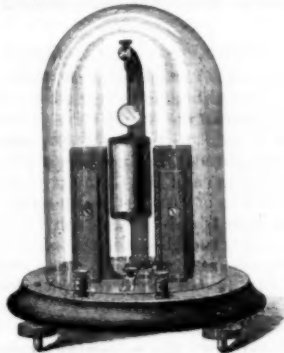


this is five inches in diameter; there is a needle suspended by a delicate cocoon fiber; it will measure currents ranging from .01 to .5 amperes. There is another form that will enable the student to measure large currents; it is called the "Dead-beat and Ballistic Reflect-

ing Galvanometer." It is a very sensitive instrument.



Another type of this instrument is given, that has elicited great praise from practical men. The needle



after being deflected, returns to its zero position immediately, and without the slightest oscillation, while it is so sensitive that it may easily be deflected through a considerable space by simply touching the fingers to the two terminals of the instrument.

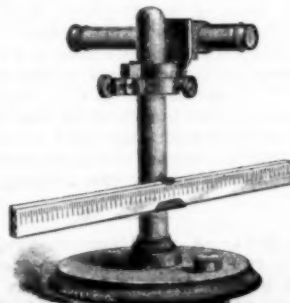
The Tangent Galvanometer has been specially designed to meet the requirements of teachers in laboratory practice, who desire to make students entirely familiar with all the adjustments of the standard galvanometer before putting a high grade instrument in their hands.



The dial is graduated to single degrees, while a mirror under it allows reading to be made without error of parallax; the needle is suspended by a very light cocoon fiber; the whole instrument can be turned about its vertical axis, and a quadrant graduated to degrees upon the



base allows the amount of rotation to be accurately measured.



The "resistance box" represented has 12 coils, and, in addition, bridge coils of 10, 100 and 1,000 ohms on a

side, thus giving a total range of measurement from 1-100 to 111,000 ohms.

We give an illustration of a Reading Telescope. The stand is of polished wood and allows the telescope to be quickly raised or lowered, or rotated in a zenith; a small tangent screw gives fine adjustment in a zenith.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

THE STORY OF KING ARTHUR.

By LIZZIE M. HADLEY, Lowell, Mass.

A long, long time ago there was a king who had a little baby boy. But instead of loving him and taking care of him as your papa loves and cares for you, he told his servants to wrap him in a cloth woven of gold threads, and give him to a man outside the gates, and they obeyed the king. The man's name was Merlin, and he took the baby and had him christened Arthur, and then gave him to a good man called Sir Ector. His wife took care of Arthur, and I think she was kind to him, and loved him as she did Sir Kay, her own little boy, and for a long time Arthur thought she was his mamma.

After a while the king died, and as no one knew of Arthur, wicked men quarreled about the kingdom, for each one wanted to be the king. But at last they grew tired of fighting, and one day they all went to a big church and prayed that God would show them in some way who should be the king. Soon they saw in the churchyard a great square stone, and what do you suppose was on it? I am sure some of you have looked into the blacksmith's shops and seen the queer shaped blocks of iron and steel on which the blacksmiths hammer out shoes for horses and oxen. This funny block is called an anvil; and when the men came out of the church they saw, right on this big, square stone, a steel anvil with a sword stuck in it, and on the sword was written in gold letters, that the one who pulled it from the anvil was to be the king.

This seemed such an easy thing to do, that each man was sure he could pull it out, and so be crowned king of England. So they tried, first one and then another, but not one of them could move it.

"Then the bishop said, 'The right man isn't here, but no doubt God will make him known to us.'"

Now all this happened so long ago that I am afraid I can't make you understand what queer things people did to amuse themselves. When your fathers and mothers want to go somewhere and have a pleasant time, they often go to a lecture or a concert. But in these old times, instead of amusing themselves in this way, men would mount their horse and go riding off to some place where they made believe fight each other with swords and lances, and they called this play a "tournament."

While the people waited for God to show them the right man for their king, the bishop wanted to keep them from going home, so, to amuse them, he ordered a great tournament, which lasted several days.

Of course all the men took part in it, and the ladies went to look at them, and when New Year's day came, Sir Ector, Sir Kay, and little Arthur rode to the tournament. When Sir Kay saw the flags flying and the men in suits of bright armor riding about, and the pretty ladies smiling on them, he wanted to take part in the beautiful play, but found that he had forgotten his sword.

Then Arthur rode back as fast as he could, but when he reached home he found that he couldn't get into the house, for every one had gone to the tournament.

Little Arthur felt very sad when he found he must go back without a sword, for he loved Sir Kay so much that he wanted him to take part in the tournament. But he happened to think of the sword he had often seen in the church-yard, and he thought he would get that. Arthur was such a little boy that no one had told him about the sword, and he thought it was only an old one that had been thrown away or accidentally left there, but it would be better than none, and he felt quite happy thinking how pleased Sir Kay would be when he carried it to him.

And then a wonderful thing happened. You remember how hard the strong men had tried to get the sword, yet not one of them could move it, but no sooner had little Arthur touched it, than the anvil let go, as if it said, "Here's the right one at last; take your sword,

little boy, and be the king," and Arthur took it and galloped off to Sir Kay.

When Sir Kay saw the sword he knew at once that it was the one from the anvil, and carrying it to his father he asked him if he was to be the king. You can guess how surprised Sir Ector must have been when he saw the sword in his son's hand. When he heard how Sir Kay came by it he made both boys go with him to the church-yard. Perhaps he wanted to be sure that Arthur had told him the truth.

But, whatever may have been his reasons, to the church-yard they all went, and Sir Ector put the sword back in the anvil. He and Sir Kay then tried to take it out, but neither of them could stir it, yet when Arthur took hold of it, it came out at once.

In those old times, when people talked with kings, they had to kneel before them, and when Sir Ector and Sir Kay saw that God intended Arthur should be the king, they fell on their knees at his feet.

This made Arthur feel sorry, and he said, "Why does my dear father and brother kneel to me?" But Sir Ector said, "We are not your father and brother," and he told him how a long time ago, a stranger had brought a little baby to him to be taken care of, and now, after loving and caring for him all these years, he found that God meant him to be the king. Arthur was so sorry, that he threw his arms around Sir Ector's neck, and cried because he had now no father, mother, or brother. "But," he said, "If I am to be the king, ask anything thou wilt of me and thou shalt have it."

Sir Ector now told the bishop what had happened, and he at once called the people together to tell them that the king had been found.

But when the men saw Arthur, they couldn't believe that God would place a little boy over wise, gray-haired men, and they called for another trial. So the sword was replaced in the anvil, and they all tried to move it, but only Arthur could do so. Still they were not satisfied, but put it off till Candlemas; and when Candlemas came they put it off until Easter, and at Easter it was again put off until Pentecost.

But by this time some of them had begun to be tired of waiting so long, and they said, "We will have no one but Arthur for our king." Then the others began to think that he was really God's choice, and so at last they crowned him king.

People have sometimes thought that perhaps these things never happened, but if they did, you may be sure that a boy who was chosen by God, in such a wonderful way, must have made a brave and wise king.

OUR PLEASANT SCHOOL.

SOLO AND CHORUS.

(Air—"Yankee Doodle.")

(It would cause a pretty effect to have the scholars wave handkerchiefs, some red, some white, some blue, during the singing of the last line of the chorus.)

We've come to sing a song to you
About our pleasant school, sir,
We always try our best to do,
And never break a rule, sir.

Chorus:—We are happy girls and boys,
And we're always ready
To give glad cheers with wondrous noise;
Hurrah! Hurrah for study!

The first we learn is how to read, (Opens book.)
Tom can spin his top, sir,
And next, the spelling-book we need,
S-t-o-p spells stop, sir.

Chorus.
Next we learn to calculate,
Five and five make ten, sir; (Raises his fingers.)
This we do upon the slate,
And sometimes use the pen, sir.

Chorus.
And then we do the exercise; (Goes through some
That makes our bodies strong, sir. gymnastic
We try to be healthy and wise, exercises.)
And never do the wrong, sir.

Chorus.
We learn about the president;
'Bout kings and also queens, sir.
Of congress and of parliament;
You see we are not "greens," sir.

Chorus.
And after this when school is done,
We hasten to our play, sir,
We laugh and shout and have much fun,
Thus ending gladsome day, sir.

Chorus. — EXCHANGE.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.: price, 30 cents.

NEWS SUMMARY.

JUNE 21.—Death of ex-Senator Joseph E. McDonald, of Indiana.—Austria's naval work-shops at Pola burned.

JUNE 22.—Two English agents sent to Bering sea to watch seal hunters.—The French government will not aid the Panama canal scheme.—Emperor William starts for Norway to fish for whales.

JUNE 23.—Mormons disclaim all desire to unite church and state.—Several nations send warships to China to protect their people.—Slight earthquake shocks at Charleston, S. C., and Pasadena, Cal.

JUNE 24.—Gov. Boies renominated for governor of Ohio.—Envoys from the Chilean insurgents seek recognition from the United States.

JUNE 25.—The butchers and bakers strike in Paris, and the city in danger of a famine.—Balfour's bill to relieve Irish tenants considered in parliament.—An effort to develop the Alaska coal mines for the Pacific coast market.—Three villages set on fire by lightning in Austria.—France to increase grain duties July 10.

EXPLORATION OF LABRADOR.

An expedition is to start from Bowdoin college this summer to explore Labrador and collect fossils, plants, etc. One party will ascend the Grand river to look for the big cataract that is said to be about 200 miles from its mouth. Inner Labrador has not been well explored, but it has a high plateau, and the Grand river is said to make a perpendicular leap of 2,000 feet over its edge. At the foot of the falls the river is only 300 feet above the sea. At the place where the fall tumbles over the edge of the plateau, the river contracts to a width of fifty feet. The Bowdoin party will ascend the river with Indian guides, and will take provisions for six weeks. Geographers will not be surprised if the fall is found to be not over 1,000 feet high. The vessel, with the remaining explorers, will try to go as far north as Cape Chudleigh, collecting stones, shells, and insects, interviewing the Esquimaux, taking snapshots at them with the camera, and gathering their speech and melodies into the phonograph.

IRRIGATION IN KANSAS.—Irrigation will be given a thorough test in western Kansas this season. The Burlington and Missouri railroad company will spend \$100,000 in ditches and reservoirs in Cheyenne county. The company has an army of men and teams at work and 120 miles of ditches, besides laterals, will be constructed in the county. Another company has thirty miles of ditches built and water flowing ready to turn on the corn this season.

BRAZIL AT THE WORLD'S FAIR.—The president of Brazil has appointed two officers of the Brazilian navy to prepare the exhibits of that republic for the Columbian exhibition. A large sum of money has been asked for, and Brazil's exhibit will doubtless be a fine one.

LONDON'S POPULATION.—The population of London, according to the census of 1891, is 5,633,330. This includes the suburban districts, and shows the metropolis to contain about a million more people than Ireland, the latter having lost nearly half a million in the last ten years. As in New York the suburban districts grow much faster than the central portions, and certain portions where trade has increased have actually decreased in population.

THE LOST VEIN FOUND.—The news comes from Boulder, Col., that two miners claim to have found the "lost vein." It consists of a six-inch streak of almost solid silver, estimated to run from \$15,000 to \$25,000 in value per ton. The ore from the vein is so rich that it can be cut with a knife like cheese. For twenty years prospectors have searched for this vein, and thousands of dollars have been spent in the quest.

BEECHER'S STATUE UNVEILED.—The statue of Henry Ward Beecher was unveiled in the Brooklyn city hall park, June 24. When all was ready his grandchild, little Roxana Beecher, pulled a long silk cord and exposed the bronze statue to view. The figure is nine feet high, standing on a granite pedestal ten feet high, on which are cut the years of Mr. Beecher's birth and death (1813-1887). On the back is the inscription: "The grateful gift of multitudes of all classes, creeds, and conditions, at home and abroad, to honor the great apostle of the brotherhood of man." On the right of the main figure is that of a negro girl laying a palm branch at Mr. Beecher's feet; on the left are the figures of a boy and a girl, typical of the little ones whom Mr. Beecher met at the door of Plymouth church when he was leaving that building for the last time.

FLOODS IN IOWA.—A cloud-burst occurred in Northwestern Iowa swelling the streams to such an extent that a great part of fifteen counties was overflowed. Bridges, houses, and crops were destroyed. Trains on all the railroads in that section stopped running.

OF SPECIAL INTEREST TO PUPILS.

MAXIM'S FLYING MACHINE.—Hiram Maxim, a successful mechanic, has made what may be called a steam passenger kite. The experimental device consists of a thin sheet four feet wide and thirteen feet long, which is propelled by a screw capable of 2,500 revolutions a minute. The inventor says that this machine, when properly inclined and pushed forward at the rate of 30 miles an hour, will maintain itself in the air; if the forward speed is increased to 35 miles an hour, it begins to ascend; at ninety miles the rising power is quite strong.

FAST RAILROAD TIME.—A scientist is of the opinion that light trains and locomotives with simple drivers could make the run between New York and Philadelphia in ninety minutes. Such locomotives have showed in England, he states, a saving over coupled drivers of about ten per cent. in fuel. The cost of moving trains at any given speed is, all things being equal, almost exactly in proportion to the weight moved.

ELECTRICITY USED TO CATCH ELEPHANTS.—In India, a novel application of electricity has recently been made in elephant catching. At a recent capture of 40 of these animals, when the last of their unwieldy bodies had passed the entrance into the Khedda, the signal for barring their exit was given, instantaneously and without a word spoken, by means of an electric wire.

IMPROVED LOCOMOTIVE.—An expert says that the great mass of extra dead weight due to the carrying of boiler, fuel, and water, in the present locomotive will be entirely unnecessary in the railroad of the future. The future electro-locomotive will show a motor on every axle, or at any rate upon two axles of each car, and every car running as a unit, in which case they can run coupled together in a train or not. In making the cars not only steel and aluminum, but paper, India rubber, and other substances will be used.

THE MEANING OF A1.—The common, every-day expression of the English speaking race for supreme excellence is A1. Its origin is peculiar. In 1716 Edward Lloyd, of London, began to publish a weekly shipping paper known as Lloyd's List. In this, as at first published, the vessels were assigned to classes designated by the letters A, E, I, O, U, which referred to the vessels' hulls, while the letters G, M, B, meaning "good," "middling," and "bad," related to the vessel's equipment. Thus the class AG denote a first-class ship, with a good outfit, while UB was the designation given to a ship of the lowest class with a bad outfit. In the register printed in the year 1766 it is observed that the numerals 1, 2, 3, 4, were adopted for the first time in describing the condition of the vessels' equipment, the Roman capitals A, E, I, O, U remaining unchanged as representative of the classification of the hull. This is the earliest record extant of the familiar term A1.

OUR REVENUE MARINE.—This is under the treasury department and in no way connected with the navy. The vessels are small, compact, cleanly-built steamers, painted black with white trimmings, and lying low in the water. They carry the necessary guns. Their duties are to suppress smuggling, assist vessels in distress, enforce quarantine laws, and see that all the rules for the government vessels in United States waters are obeyed. Those on duty on the coast form a picket line along the outer edge of our jurisdiction, which extends three marine leagues from the shore.

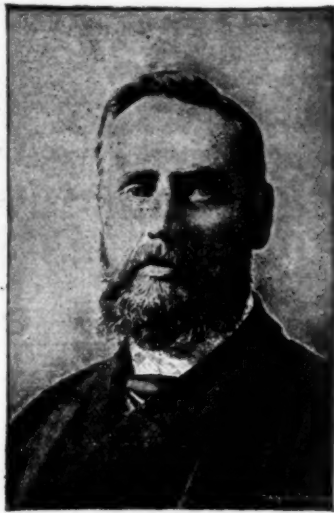
A MAMMOTH BUILDING.—The new train-shed of the Pennsylvania railroad at Jersey City, N. J., is said to enclose more space than any other single-roofed structure in the world. It is 632 feet long and 233 feet wide in the clear. The arch of the roof is 90 feet high, and the lantern roof, 23 feet high, extends the whole length of the building. The area covered by the roof is about four acres, and about two and a half acres of glass were required for the skylights. Twelve tracks for trains run the whole length of the building.

"The House we Live In."

The tenant and the house are so inseparable, that in striking at any part of the dwelling, you inevitably reach the dweller. This being the case, it is of vital importance to keep the house, the body, in good condition. Now a remedy which is taken into the lungs in the same manner as the air we breathe, but richer in ozone, the vital element of the air, and is distributed by the blood to every part of the body, should meet all requirements. Such a remedy is the Compound Oxygen Treatment of Drs. Starkey & Palen. We give below a few of the hundreds of testimonials from patients. You can have as many more as you wish by writing for them.

DRS. STARKEY & PALEN:—"I have been for many years a great sufferer from nervous trouble, and have tried your Compound Oxygen Treatment thoroughly. It is the most powerful and lasting nerve I have ever known." LILLIE ARCHBELL, Kingston, N. C., April 25, 1888. DRS. STARKEY & PALEN:—"I take great pleasure in stating that I have used your Compound Oxygen Treatment with the best results. I regard it as one of the best remedies for debility and nervous and lung troubles." W. Y. SANDLIN, Jasper, Fla., February 2, 1889. Send for our brochure of 300 pages, sent free. It is well worth reading. Contains a history of Compound Oxygen, its mode of action and results, with numerous testimonials. Address DRS. STARKEY & PALEN 1529 Arch Street, Philadelphia, Pa., or 120 Sutter Street, San Francisco, Cal.

THE EDUCATIONAL FIELD



THOMAS KIRKLAND,
Vice Chairman of Local Committee at Toronto.

MR. THOMAS KIRKLAND, M. A., principal of the normal school, Toronto, was born in the county of Armagh, Ireland, 1835. He became a student in the normal school, Dublin, and in 1854, owing to ill health, he came to Ontario. Through the influence of Archbishop Whately, of the National Education Commission in Ireland, he entered the public schools of Oshawa and Whitby, and became well known as mathematical master in the Barrie high school.

Mr. Kirkland spent three years at Toronto university winning scholarships and honors in all subjects. For several years he was principal of the Whitby high school. In 1871 he was selected by Dr. Ryerson to fill the position of science master in the Toronto normal school, and in 1884 was appointed principal of the school. Mr. Kirkland is author of several text-books used throughout the Dominion.

THE UNIVERSITY CONVOCATION, to be held at Albany, N. Y., will meet July 8—11, 1891. The program will be as follows:

WEDNESDAY, JULY 8.

- 9:30. Address of welcome, Chancellor George Wm. Curtis.
Report of the Convocation Council.
Report of Committee on Necrology.
Discussion, "The University Study of Philosophy," opened by Prof. J. G. Schurmann, Prof. Nicholas Murray Butler, Prof. Geo. H. Palmer, and President G. Stanley Hall.
3:00. "Physical Education." Discussion by six advocates of various views as to school and college athletics, etc.
8:00. Annual address, by President Francis A. Walker.

THURSDAY, JULY 9.

- 9:30. "Co-ordination of University, College, and Academy." Three, or four, years, for a college course? Should degrees be given on completion of examination, regardless of time of residence? Discussion opened by President C. K. Adams.
3:00. "Higher Education of Women." Co-Education, Separate School or College, or Annex. Mrs. Alice Freeman Palmer.
"Effect of Higher Education of Women on Health." Florence M. Cushing.
Discussion by representatives of leading colleges in each system.
Evening. Annual convocation dinner, with speeches.

FRIDAY, JULY 10.

- 9:00. "Comity respecting Rejected and Delinquent Students."
"Deficiencies in Teaching Mathematics." General Discussion. Election of Councils and Committees.

THE changes which have taken place in the teaching of history, will give interest to the paper, "The Place of History in our Public School," by Charles J. Little, LL.D., of Syracuse, at the coming New York State Teachers' Association.

Discussions on "State History" and "United States History," will follow by Principal Welland Hendrick, Saratoga, and T. F. Donnelly, New York. This convention will meet at Saratoga, July 6—9, 1891.

THE San Francisco Call gives Supt. John Swett's report to the board of education on "Inspectors:"

"There are fifty-four principals who constitute a corps of 'School Inspectors,' to govern schools, aid assistants, examine classes, enforce the course of study, and carry into effect the orders of the board and the instructions of the superintendent, and to report on incompetent teachers.

"The principals are, in fact, 'School Inspectors,' with a superintendent of schools, who is made by law a general 'Head Inspector.' These fifty-four inspectors are paid altogether the sum of \$102,060 a year. They constitute the costliest board of inspectors to be found in the United States, or in any other part of the world.

"When there is added to this cost \$3,000 for a head inspector, \$2,100 for an assistant inspector, \$4,000 for a superintendent, and \$3,000 for a deputy, the total cost of school inspectorship is \$114,060.

"Ever since the creation of a 'head inspector' there has been a reign of terror in the school department. No teachers have been free from the constant dread of a secret report, either oral or written, which might drag them before the committee on classification on trial.

"During the five months that I have held the office of superintendent, I have listened to the wrongs of teachers, told to me in confidence, until I should be recreant to every impulse of humanity if I failed to express my indignation at this system of inspectorship. The fact is, it would be easier to make an 'informer' in Ireland respected by the mass of the Irish people than to make a 'head inspector' regarded in any other light than that of a spy and an executioner.

"The office is not American. It belongs to the dark ages. Under it between fifty and a hundred teachers during the past four years have been driven out of the schools under compulsory resignations demanded by the committee on classification under threats of a public investigation. They resigned rather than be tried before a packed jury. They resigned to brood over their wrongs in silence. One committed suicide. Some of tougher material are teaching successfully elsewhere. Another survives to be present at this report. This abnormal system of inspectorship is doomed, if not immediately, in the near future."

THE graduating exercises of Washington university (manual training school), St. Louis, Mo., were of a most interesting character. Fifty-eight students received certificates and diplomas, according to length of time in attendance. Some unusual subjects were discussed in the essays. "History of Dentistry," "Refrigeration," "Strength of Timber," "Good Roads," "Life Insurance," "Credits," "Subsidies," were some of the unhackneyed themes.

The "Class Ode" was set to music, and was ringing in its praises of the "Old Manual:"

When you stood by the anvil boys, did you ne'er think,
As the sparks flew around in their beauty,
"In the chain of my life I am forging a link,
Wrought strong by the hammer of duty?"

CHORUS—

Then here's to our motto, "The Hand and the Brain,"
We'll train them both together!
Hurrah for the Manual! shout it again!
We'll cheer the old Manual forever!

At the lathe, where the shavings we skilfully curled,
Did you ne'er stop to think of the moral,
That skill may yet serve us in shaping the world,
And the shavings may turn into laurel?

THE "National Chautauqua," at Glen Echo, near Washington, D. C., opened June 16. The dedicatory address was by Chancellor Gillet. He unfolded a flag that had been presented to him by Bishop Vincent, the originator of the Chautauqua idea, and which Dr. Gillet said had been unfolded at every Chautauqua event of importance in the history of the movement.

The site of the Chautauqua is in the midst of romantic scenery on the Potomac river. Already half a million has been expended for buildings, for an electric road, and for other improvements. A fine large stone building, known as the hall of philosophy, has been erected. The present program includes lectures by specialists, to be delivered every hour in the day for the next three weeks.

At the sixth annual graduating exercises of the Chicago manual training school, recently held, fifty young men were given diplomas. This institution under the efficient superintendent, Dr. H. H. Belfield, has had a prosperous year. Among the subjects of the seven essays presented were, "Government Ownership of Railroads," "Aluminium," "Labor Organizations," and "Modern Explosives." Nothing shows more plainly the practical connection of this kind of education with the outer world which the student is entering than their choice of subjects for final essays. They are vigorous, and have a

flavor of the actual grasp of the vital questions that are agitating "men of affairs." They suggest citizenship.

THE public school teachers of New Orleans have issued a circular setting forth the inadequacy of the provision for the support of the schools in that city. They give due credit to the parents, guardians, and patrons of the public school pupils for their liberal contributions to the Teachers' Benevolent Association. After acknowledging the depleted state of the finances, they suggest that if a hundred thousand citizens would contribute ten cents a month, existing needs might be met. The resources of Louisiana for public schools are woefully insufficient. The schools are compelled to close for several months in the year. The teachers' salaries are pitifully small, and they are often compelled to wait long for their money. They endeavor to lengthen out their small incomes by vacation schools, and at last are driven to ask for this mere pittance.

AN ex-president of the National Educational Association writes: "I notice some of the educational journals are getting to be very severe on the association. They think it is getting to be a mere money-making affair, and giving too little attention to educational matters. It does strike me that those in charge of it seem more intent upon making a display and raking in a large amount of money than in doing the solid service of the cause of education in the United States. It will be very pleasant, no doubt, to go over into Queen Vic's Dominions, but being a National Association of the United States I do not quite see the point of switching off over there."

THE sum of one million dollars has been given to Colgate university by James B. Colgate. In the presentation, he says, "It is a source of gratification to me that I have been permitted to accomplish my purpose during my life." Men have come to have juster estimates of the happiness of giving during one's life, and in watching the growth of institutions planted by the living hand. The example of one Peter Cooper will indirectly benefit millions.

SOME public spirited citizens of Louisville, Ky., have proposed to build and equip a manual training school as a part of their public school system, provided that the city will maintain the school afterwards. A part of the required sum—sixty thousand dollars—has already been raised. The seeds for this school were sown by Prof. Runkle, of Boston, twelve years ago, at the time of the meeting of the National Educational Association at Louisville. The mistaken notion that the establishment of a manual training school was to teach trades stopped its progress at that time. This school was begun in a small way last year by the generosity of three citizens who furnished tools and appliances. Forty-eight boys of the freshman class in the male high school have received instruction in wood-working tools and mechanical drawing during the last year. The good results of this small beginning have decided the citizens to make manual raining a permanent feature of the school system.

THE purchase of the Froebel academy in Brooklyn was one of the plans of the late Charles Pratt, which his sudden death left incomplete. His sons have carried out the intention, and will erect a fine building where the little old school-house has done duty for ten years. A few mothers living in that vicinity first organized the school upon the kindergarten system, using a private parlor for the purpose. They will still preserve the foster-care of the school, unhampered as to ways and means.

THE normal school in Chico, northern California, had a most interesting commencement season June 12-18. It graduated at that time its first class of teachers numbering fourteen. The local papers have hearty words of praise for the school and warm words of welcome to the first class of young teachers who go out to try their wings.

PROF. C. C. MILLER, the present state commissioner of the schools of Ohio, graduated from the Fairfield union academy, Ohio, 1876, and from the State university in 1883. He became superintendent of the schools of Eaton, and afterwards of Ottawa, where after a successful four years he was re-elected. He was also superintendent of the Sandusky schools with a re-election and increase of salary. Prof. Miller has been an indefatigable institute worker for several years, a popular evening lecturer and is a man of fine attainments.

How It Impresses Educators.

"I do not see how this work can be improved."—GEORGE W. DELAND, *Supt. Public Schools, Perryville, Ind.*

"This work will help a good deal toward the needed spelling reform."—PRESIDENT FRANKLIN CARTER, *Williams College.*

"I am impressed with its conservative progressiveness, with its accuracy and completeness."—S. S. STIVER, *Principal Bunker Hill (N. Y.) Academy.*

"I am delighted with the principles upon which you are building the Dictionary."—R. OGDEN DOREMUS, *of the College of the City of New York.*

"With merits peculiar to itself, it combines many of the best points of Murray, the Encyclopedic, and the Century dictionaries."—M. A. NEWELL, *Newell Institute, Baltimore, Md.*

A Miracle of Clearness.—"The specimen pages certainly show excellent work. The article on 'A' is a miracle of condensation and clearness."—PROF. CHARLES F. JOHNSON, *of Trinity College, Hartford.*

PROFESSOR SKEAT, ETYMOLOGIST, OF CAMBRIDGE, ENGLAND, PLEASED AND SURPRISED.

And DR. MURRAY, OF OXFORD, EDITOR OF THE CELEBRATED NEW ENGLISH DICTIONARY, COMMENDS THE WORK.

Prof. W. C. WILKINSON, in a letter from England, writes:

"I showed Prof. Skeat the sample pages of The Standard Dictionary. He looked them over with the evident interest of a practical lexicographer. . . . He approved the introduction of the phonetic element and the exhibition of the tentative scientific alphabet. He expressed the opinion that a spelling reform in the English language was certain to come in time, and declared his confidence in Prof. March as a man thoroughly qualified to preside over this department of the Dictionary. He expressly said that you might quote him as approving the phonetic feature of the Dictionary. . . . He was highly pleased with the plan of giving exact references for the literary quotations, and expressed surprise that it could be expressed in so little space. The professor seemed pleased with the general look of the work."

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JAPANESE GIRLS AND WOMEN. By Alice Mabel Bacon. Boston and New York: Houghton, Mifflin and Co., 1891. 338 pp. \$1.25.

Many people have written about Japan, but the side which one must know in order to understand the people thoroughly—women and home life—has been left almost untouched. In the preparation of this work the author was assisted by a young Japanese lady; this, together with her own wide experience with this interesting people, gives force and reliability to the statements contained in the book. We learn from it our Japanese sister's rights and privileges in babyhood, childhood, young womanhood, and old womanhood, in country and city, as peasant and as lady. It is sad to think she is so hampered and her rights so little regarded, but there is a brighter day coming for her. The subject is treated comprehensively, and from a liberal standpoint. The many incidents of Japanese life introduced make it very pleasant reading.

THE COMPOUNDING OF ENGLISH WORDS. When and why joining or separation is preferable. With concise rules and alphabetical lists. By F. Horace Teall. New York: John Ireland, 1197 Broadway. 223 pp. \$1.25.

There is nothing so vexatious to the proof-reader and type-setter, about which the dictionaries do not agree, and in which there is no uniformity in practice, as the compounding of words. Mr. Teall's is the first systematic attempt to reduce the matter to rule. He essayed a difficult task, but if his book aids in securing a little more uniformity in practice, and banishes some of the absurd compounds some dictionaries sanction, his work will not be in vain. The principles laid down by him in regard to the compounding of words are of much value, while his lists of words and phrases should be studied by all connected with editorial or composing rooms.

THE STUDENT'S MANUAL OF GREEK TRAGEDY. Edited with notes and an introduction from the German of Dr. Munk's "Geschichte der Griechischen Literatur." By A. W. Verrall, Litt. D. New York: Macmillan & Co., 1891. 324 pp. \$1.00.

The views of the Greek tragedians expressed in this book represent current opinion. The editor does not profess to criticize them in detail, or even in general. Without attempting to correct the prejudice in regard to certain works in the space he has allowed himself, he has endeavored to show that it exists. In the preface the editor shows how Euripides is viewed in the light of modern criticism. The first chapter is devoted to tragedy and the satiric drama, including a description of the ancient theater and its accessories. In the next three chapters are biographies of the poets, Aeschylus, Sophocles, and Euripides—with analyses of their principal works, and then follows a chapter on the decline of tragedy. Many obscure points

are cleared up by the notes at the end. The book contains a fine frontispiece portrait of the statue of Sophocles in the Lateran museum in Rome.

THE STORIES OF THE TREES. By Mrs. Dyson. London, Edinburgh, and New York: Thomas Nelson & Sons. 272 pp. \$1.25.

Who does not love trees? Teacher, certainly you do. You have in them, at all seasons, abundant material for lessons that will excite the children's wonder and delight. The author of "The Stories of the Trees" had a subject full of great possibilities, and she has succeeded in investing it with the interest that properly belongs to these beautiful objects of nature. Although avoiding the dry technicalities of science she has presented a great many scientific facts—her stories are science and poetry combined. The writer of such books for children who misses the poetical side gives but the husk to hungry young minds. Of the trees described, the oak, elm, beech, birch, poplar, willow, elder, will be widely recognized as old friends. The typography and illustrations are beautiful. The latter include full page pictures, besides drawings of leaves, flowers, and fruits.

HERODOTUS. Book VII. With notes by Agnata F. Butler. London and New York: Macmillan & Co. 1891. 302 pp.

In the preparation of this volume Stein was the chief helper of the editor in point of scholarship, Rawlinson in illustrative information, and for the grammatical part Kruger's and Goodwin's text-books were largely drawn upon. The seventh book of Herodotus contains an account of the second expedition of the Persians against Greece, and the introduction, of about seven pages, gives a very concise summary. The notes on the text are very complete and the appendix contains useful grammatical matter. The Greek text is very clear, the English side notes aiding greatly in following the thread of the narrative. There is a map showing Asia Minor, Greece, and the surrounding islands, and one giving an idea of the region around Thermopylae.

PERNIN'S UNIVERSAL PHONOGRAPHY. In ten lessons, for schools and private study. By H. M. Pernin. Detroit, Mich.: Published by the author. 198 pp.

This system of shorthand is certainly remarkable in being different in some respects from all phonographic systems that have preceded it. The most notable things accomplished by the author are the invention of a new set of vowel signs to be written in with the consonants the same as our longhand vowels, and the elimination of shaded lines. The qualities claimed for the system are simplicity and legibility. As the test of a system is what its writers can do, and as there are writers of Pernin's style in all parts of the country, it must have considerable merit.

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by such men as Professor Francis A. March, of Lafayette College, Professor Simon Newcomb, of the U. S. Navy, Professor Theo. N. Gill, of the Columbian University, Professor Shaler, of Harvard, Professors Max Muller and Joyce, of Oxford University, of England, Professor Thomas H. Huxley, of London, Professor William R. Harper, of the new University of Chicago, Rossett Johnson, Robert Ogden Doremus, and scores of others almost equally well-known. Every department is in the hands of an able specialist. New words are admitted only after being passed upon by a committee composed of Charles A. Dana, the editor of the N. Y. "Sun," and editor of Appleton's Encyclopedia, Professor Sheldon, of Harvard, Edward Everett Hale, ex-president Seelye, of Amherst, and Professor Murray, of Princeton. Professor March is in charge of the spelling and the pronunciation. Extraordinary provisions are made to secure an authoritative pronunciation for each word. An advisory committee composed of fifty representative philologists, chosen from every English speaking country, will pass upon each disputed spelling and pronunciation, and in a tabular form the preference of each will be given. The committee is advisory. Prof. March, after carefully weighing the preference of all, makes choice. This feature will be of very great service in our schools. Great care will be taken, we understand, in securing uniformity in the compounding of words. This work will be under the supervision of F. Horace Teall, the author of the new book on "The Compounding of English Words." Mr. Teall has done excellent service in this department for "The Century Dictionary" upon which he has been engaged for years.

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- Besides these, the treatment of handicraft terms, of scientific terms, and the system of grouping of certain words are all deserving of special attention.
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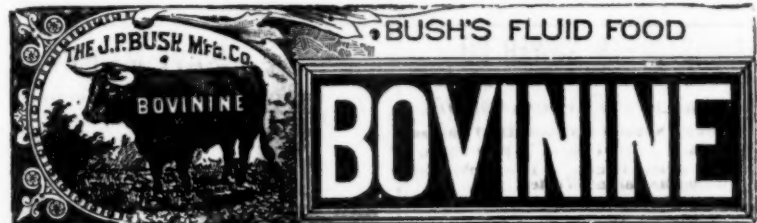
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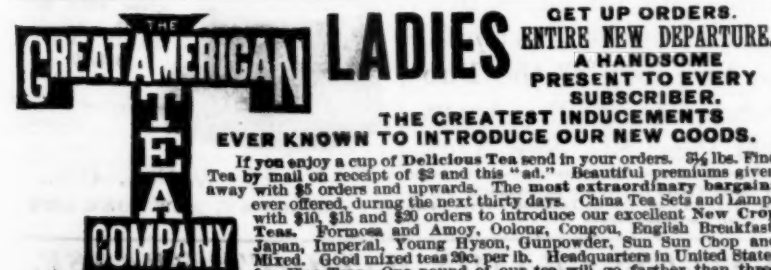
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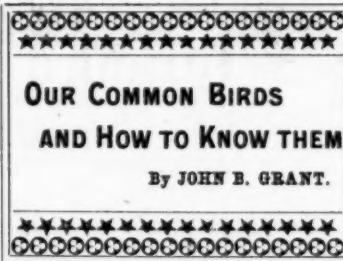
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